THE CORRELATION BETWEEN ACADEMIC STRESS AND LEARNING MOTIVATION OF FIRST-YEAR NURSING STUDENTS

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Abstract

Background: Academic stress is common in academic environment, especially for first-year students. Some students state that academic stress can affect students' learning motivation, and this is in accordance with the results of the phenomenon that researchers get. This study aims to identify the correlation between academic stress and learning motivation at one private university of Indonesia. Method: This study used non-experimental quantitative research methods with a quantitative research design. The research sample used was simple random sampling technique with a total sample of 205 samples. The instruments used in this research were Educational Stress Scale for Adolescents (ESSA) by Sun and Dunne (2011) and Academic Motivation Scale (AMS) questionnaire by Valleran et al (1992). The instruments were valid and reliabel. Result: Bivariate analysis used the Pearson correlation analysis test with the results obtained sig 0.00 (sig <0.05). This showed that there was a significant correlation between academic stress and academic motivation in first-year nursing students. Recommendation: For future researchers, the researchers recommend will be interventions for student to reduce academic stress and increase academic motivation with experimental methods.

Keywords: academic stress, learning, motivation, nursing students